ELA Unit 1 Task 2

**Task # 2 Character’s Response to Events & Challenges T-Chart Rubric**

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| **Criteria or Attributes** | **Levels of Achievement** | | | |
| **4** | **3** | **2** | **1** |
| **Identifies Events/Challenges** | **Correctly identifies three or more events and/or challenges that the character encounters in the text.** | **Correctly identifies 2 events and/or challenges that the character encounters in the text.** | **Correctly identifies 1 event and/or challenge that the character encounters in the text.** | **Does not identify events and/or challenges that the character encounters in the text.** |
| **Identifies Character(s) Response to Events/Challenges** | **Correctly describes the character’s response to 3 or more events and/or challenges that the character encounters in the text.** | **Correctly describes the character’s response to 2 events and/or challenges that the character encounters in the text.** | **Correctly describes the character’s response to 1 of the events and/or challenges that the character encounters in the text.** | **Is not able to correctly describe the character’s response to the events and/or challenges that the character encounters in the text.** |

**K-5 ELA Lesson Plan**

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| **Teacher:**  **Roberts** | | **Grade:**  **2nd** | | | **Date(s)**: Day 1 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task: Task 2**  **Story Map** | | |
| **Essential Question(s):**   * + - * How can I identify and describe how characters respond to certain events in a story? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Anchor Chart/Markers**  **Ms. Nelson is Missing (Book from last week)**  **Index Cards (2 Packs)**  **Fact and Opinion Sort**  **Pencils/Paper** | | | | **Respond**  **Plot**  **Character**  **T-Chart**  **Events**  **Problem/Challenges**  **Solution**  **Cause/Effect**  **Fact/Opinion** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * ***Modeled*** * Shared * Guided Practice * Independent | **Reading**  **Standards: Standards:**  **RL. 2.3 Describe how characters in a story respond to major events and challenges.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **I Can Statement(s): I can identify and describe how characters respond to certain events in a story.**  **Inform students that this week they will focus on how characters respond to events that happen to them in the story. Reintroduce Miss Nelson is Missing and review what the story was about.**  **Show students the *Single Character Event T-Chart* and model the challenge Miss Nelson had and how she overcame it. Have students help you figure out the students’ challenge. Make students aware that Miss Nelson’s challenge was their solution and the student’s challenge was Miss Nelson’s solution.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.2.1** Write opinion pieces in which they introduced the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  **I Can Statement(s): I can determine the difference between fact and opinion**  **Instructional Plan:**  *Warm-up: The principal thinks that school should be on Saturday too. Do you agree with him? Why or why not?*  Discuss with students how they feel about what the principal believes. Emphasize how that’s HIS opinion.  Talk to students about fact and opinion  *A fact is something that you can prove/has happened.*  *An opinion is your personal belief; something that can’t be proven.*  **Show students several examples of what facts look like and what opinions look like.**  ***Purple is the best color.***  ***You should drink milk everyday.***  ***The sky is blue.***  ***School is where you go to learn.***  **Give students an index card. Tell each student to write a fact or an opinion. Then students can switch cards and identify whether it is a fact or opinion.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L2.1 Use sentence-level context as a clue to the meaning of a word or phrase**  I Can Statement(s): I can identify and match facts and opinion.  Instructional Plan:  Each student will get an index card (Fact or Opinion) OR (A type of fact or opinion) Students will go around the room and find their match.  For example: Ms. Roberts has a card with the word “Fact” on it. She goes around the room and finds someone who has an EXAMPLE of a factual statement on their card.  Depending on how long this may take, you might can do an extension activity:  Pass out a sort ;students need to cut out the different factual and opinion statements and sort them according to what they are. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:** **S.L 2.1 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**  **I Can Statement(s): I can listen and share different facts and opinons.**  **Instructional Plan:**  Throughout the literacy block students will be listening to different types of facts and opinions and distinguishing between the two. | | | | |
| **Closing/Summarizing Strategy** | **Ticket Out the Door: Give each students a card. On each card write an opinion about Miss Nelson and a fact about Miss Nelson.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Pull up news articles in which characters (in real life) have overcome challenges. Students have to identify their challenges and how they overcame them.** | | **Emphasize the use of the graphic organizer (Single Character/Challenge T Chart)**  **For higher level learners: Pull books in which there are multiple characters with multiple challenges.** | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Students will be assessed on how well they can identify how a character responds to events on the following day. Informally, students will be assessed on how well they can distinguish fact and opinion in Word Study and Writing. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

**K-5 ELA Lesson Plan**

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| **Teacher:**  **Roberts** | | **Grade: 2** | | | **Date(s)**: Day 2 |
| **Unit Title: A Story To Share** | | | **Corresponding Unit Task: Task 2** | | |
| **Essential Question(s):**  How does asking and answering questions help me to understand key ideas and details while I read?  How do characters develop throughout a story?  How do good writers share their opinion with readers?  How can a good speaker effectively share a story with an audience? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  Student Reading book 2.1 (Ronald Morgan story)  Gardenofpraise.com | | | | Fact  Opinion  T chart  Challenge  overcome | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.2.10**. **-** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RL.2.1**. - Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RL.2.3**. - Describe how characters in a story respond to major events and challenges.  **RI.2.1** - Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **I Can Statement(s):**  I can identify and discuss challenges of characters in a piece of literature.  I can complete a T chart about a biography.  I can work with a partner.  **Instructional Plan:** Listen to “Ronald Morgan Goes To Bat” on CD. Recall story and discuss the challenge Ronald faces. Review how to fill out a T chart using the anchor chart about Mrs. Nelson as example.  On the board / using ebeam or elmo, put blank T chart up on the board. As a class, fill out the T chart for Ronald Morgan. Discuss his challenges and how he overcame them. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.1 -** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words *(e.g., because, and, also)* to connect opinion and reasons and provide a concluding statement or section.  **W.2.8**. - Recall information from experiences or gather information from provided sources to answer a question.  **I Can Statement(s):**  I can write in complete sentences.  I can use a capital letter at the beginning of a sentence.  I can use punctuation correctly.  I can write my opinion.  **Instructional Plan:**  Review the story “Miss Nelson is Missing”. Split class in ½. Half will write their opinion about Miss Nelson and half will write their opinion of the students. Within each group, try to have some students write opposite opinions of their character.  (Miss Nelson was right to do this/Miss Nelson was wrong to do this) Then have students sit with a student from the other ½ of the room to share their opinion. (1 Miss Nelson with 1 student) Discuss the different opinions. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:**  Administer day 1 of spelling inventory. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
|  | |  | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

**K-5ELA Lesson Plan**

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| **Teacher:**  **Roberts** | | **Grade: 2nd** | | | **Date(s)**: Day 3 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task: Task2**  T-Chart | | |
| **Essential Question(s):**  How do characters develop throughout a story? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **A Rag Coat (book)**  **T-Chart**  **Index cards**  **Paper**  **Pencil**  **Coat outline**  **crayons** | | | | **Challenge**  **Response** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Reading**  **Standards:**  **RL.2.1**. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RL.2.3**. Describe how characters in a story respond to major events and challenges.  **RL.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **RL.2.10**. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **I Can Statement(s): I can identify and respond how a character overcomes challenges.**  **Instructional Plan:**  **-Teacher will read the story “The Rag Coat”. As reading talk about the different challenges the character in the story is going through.**  **-After reading review how to fill out a T-Chart on character challenges (review anchor chart made from the previous day)**  **-Have students complete a T-Chart independently about the character and the events she overcame. \*\*Remind students that the character overcame more than one challenge** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Writing**  **Standards:**  **W.2.8**. - Recall information from experiences or gather information from provided sources to answer a question.  **I Can Statement(s):**  **I can write a sentence telling about myself.**  **Instructional Plan:**  **-After reading the book, show students the outline of the coat. Talk to students about how this represents the coat from the story.**  **-Model how to draw a picture and write a sentence about something that represents you as a person/teacher.**  **-Give each student an index card. On the index card have them draw a picture and write a sentence about something that represents themselves.**  **-As a class each student will put their index card on the coat outline.**  **-Talk about how each different student makes up our whole class.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:**  **\*Spelling inventory** | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Speaking & Listening**  **Standards: SL. 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**  **[a.]Follow agreed upon rules for discussions…**  **[b.]Build on others’ talk in conversations by linking their comments to the remarks of others.**  **[c.]Ask for clarification and further explanation as needed about the topics and texts under discussion.**  **I Can Statement(s): I can identify and respond how a character overcomes challenges.**  **Instructional Plan:**  **-Teacher will read the story “The Rag Coat”. As reading talk about the different challenges the character in the story is going through.**  **-After reading review how to fill out a T-Chart on character challenges (review anchor chart made from the previous day)**  **-Have students complete a T-Chart independently about the character and the events she overcame. \*\*Remind students that the character overcame more than one challenge** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; review of rule book; sharing problem/solution activity.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to explore biographies and stories using book basket selections.** | | **Small group work and partner work to assist students with T-Chart** | | | **Vocabulary cards and T-Chart Anchor Charts** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Independent work of T-Chart  Writing samples | | | | | |